

This Equality Objectives was reviewed by the Head teacher and agreed by the Chair of Governors

Chair of Governors: Mr O Blackwood

Chair of Governors Signature:

Date:

Head teacher's Signature:



Head teacher: Ms V Otieno

Date: 29th June 2023

Reviewed Summer 2023



### **Keir Hardie Primary School Equality Information and Objectives**

Keir Hardie Primary School is a vibrant, inclusive and welcoming place for everyone; we aim to inspire our children to achieve excellence. We expect children to be Motivated in their learning, display a positive Attitude at all times, show Gumption when faced with obstacles, demonstrate Independent thinking and always Communicate effectively. We call these our MAGIC habits.

The ethos and values of our school community are underpinned by our school philosophy: show respect, care and consideration to all; challenge unacceptable, unkind behaviour; care for our school environment; promote good learning behaviour. We are always here for everyone, regardless of race, sexuality, gender, religion or anything else that makes us who we are. We seek and listen to the views of children, parents and carers and staff.

The Equality Act 2010 brought together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in the delivery of all kinds of services and, in the context of this policy, in all aspects of the provision of education.

The Act protects people from discrimination on the basis of certain characteristics, known as the '**protected characteristics**' which are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership

- Pregnancy and Maternity
- Race
- Religion/Belief
- Sex (Gender)
- Sexual orientation

In addition, we have decided to include the following characteristic:

- Economically marginalised

## **Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- **Eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010. We will do this by ensuring that our policies and practices are inclusive to all, and reflect and meet the needs of all our children and our community.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it. We will do this by ensuring that all children can access the academic and extracurricular activities that we provide, particularly those children and members of our community who experience barriers to access.
- **Foster good relations** across all characteristics – between people who share a protected characteristic and people who do not share it. We will do this by celebrating the individual child, embracing our similarities and differences and recognising the rights of every child. While doing this we will ensure that diversity is embedded in the curriculum.

## **Roles and responsibilities**

### **The Governing Board will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the Headteacher who will endeavour to ensure the objectives remain relevant and up to date.

### **The Headteacher will ensure that**

- Knowledge and understanding of the equality objectives are promoted amongst staff and pupils
- Monitor success in achieving the objectives and report back to the governors

### **Staff will ensure that**

- Teaching and learning takes this policy into account
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum as shown in our Curriculum Intent and provision.

## **Equality information and objectives**

Schools must publish equality information and objectives. Our equality information can be found in Appendix 1 and is updated annually.

## **Background information**

The school carried out an equalities audit and governors undertook a school improvement visit where they discussed the findings and completed a learning walk.

The following areas were explored (amongst others)

## **Curriculum**

The curriculum team audited equalities across the curriculum. They found that teachers actively tried to avoid stereotypes and to ensure that there was no gender bias. This was evident particularly in PSHE, RE, History and Geography. Following our most recent deep dives **throughout the academic year 2022 - 2023**, we will continue to develop our rich curriculum so it reflects the rich diversities of the UK, Keir Hardie and considering any current events or issues arising in the community. Our PSHE curriculum, especially, gives our pupils opportunities to talk about and learn the importance of relationships, a sense of belonging and living in the wider world. A major part of this is also delivered through Collective Worship sessions and assemblies. Evidence gathered shows that there is no significant difference, in terms of attainment and progress between boys and girls in the STEM subjects. We are also partnering with Education For Change (E4C) to further enrich our Curriculum.

## **Enrichment activities**

Enrichment club uptake showed gender divides with more girls taking up gymnastics and 'creative' activities and more boys taking up sporting activities.

## **Behaviour**

An audit of teachers' observations of behaviour in their classes and school behaviour records showed that boys demonstrate more overt behaviour than girls. This reflects the national picture.

Work with an external consultant, provided CPD for the whole school to develop restorative practices, and support pupils to reflect on their actions. Learning mentors have planned restorative enquiries to support target groups of boys who demonstrated more overt behaviours. Included in this, is the use of the PALM approach to support pupils with SEND. The palm approach, is the reduction of language to de-escalate situations, once pupils are regulated, emotions are labelled. To support pupils with SEMH, the use of the anxiety curve and 'zones of regulation' have been introduced, in order to support and promote emotional regulation and embed the MAGIC habits.

## **Attainment**

Data indicates that in general it would appear that the attainment of boys at Keir Hardie Primary school is underperforming in comparison to boys nationally at KS1 & KS2 in Reading, Writing and Maths. This is also reflected in the attainment of White British boys and pupils of African descent achieving greater depth at KS1 & KS2 below national average.

## Attendance

To maintain high attendance for all groups, the school works closely with the Local Authority (Attendance Management Services). Our most vulnerable groups of children regarding attendance are Bangladeshi and White British. We organised parent workshops and coffee mornings and have regular parent surgeries for those under-attaining groups. We celebrate individual 100% attendance termly and celebrate class attendance weekly.

For those persistent absences we monitor attendance together with Attendance Management Service. For pupils who are on the Child Protection Register we contact them immediately via phone-calls or home visits. We provide breakfast clubs for PPG pupils and those families who are in immediate need in case of emergency. For some families we provide wake-up calls for a period of time and also provide 'walking-bus'. If pupils are unable to attend due to parental difficulties, then we also provide remote learning virtually.

	Autumn 1 2021 average attendance %	Autumn & Spring Term average attendance %	Number of Pupils at end of Spring 2	No of pupils under 90% at end of Spring 2	Non-statutory under 90% at end of Spring 2
<b>Boys</b>	93.2%(226 boys)	94.3%	226	49	20
<b>Girls</b>	94.4%(231 girls)	94.6%	223	44	15
<b>Bangladeshi</b>	92% ( 77 pupils )	94%	80 boys - 40 girls - 40	19 boys - 12 girls - 7	8 boys - 4 girls - 4
<b>White British</b>	93.1% (40 pupils)	93%	42 boys - 24 girls - 18	12 boys - 6 girls - 6	3 boys - 2 girls - 1
<b>EYFS</b>	89.4% ( 94 pupils)	91.2%	107 boys - 53 girls - 54	35 boys - 20 girls - 15	35 boys - 20 girls - 15
<b>PPG</b>	94.8(166 pupils)	94.4%	159 boys - 84 girls - 75	35 boys - 18 girls - 17	5 boys - 2 girls - 3

Data indicates that attendance of White British pupils is below national.

## Equality Objectives

From our findings we have decided on the following objectives, these will be reviewed annually and we will continue to audit regularly using a variety of approaches:

### **Equality Objective 1**

To ensure that our staff have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all, that our behaviour management is fair and equal and that we can identify underachievement in all groups.

### **Equality Objective 2**

To ensure that our curriculum reflects the rich diversities of the UK, our local area and of Keir Hardie in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

We will do this by:

- Ensuring topics and resources used reflect diversity
- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

### **Equality Objective 3**

To continue to promote equality of opportunity in enrichment activities.

We will do this by:

- Regularly monitoring the uptake of activities
- Ensuring that there is a range of activities to meet the needs of our diverse community
- Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement

### **Equality Objective 4**

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics.

We will do this by:

- Reviewing our behaviour policy and practices
- Monitoring behaviour incidents and identifying any patterns and adapting our interventions appropriately
- Ensuring that our interventions meet the needs of all our children

### **Equality Objective 5**

To work towards closing the attainment gap at greater depth in English and maths for boys, White British and African descent pupils.

We will do this by:

- Ensuring all staff have the necessary information, training and resources to implement high quality lessons
- Regularly monitoring attainment through analysing data and tracking pupil progress
- Ensuring that appropriate early interventions are put in place where underachievement is identified

### **Equality Objective 6**

To work towards raising attendance for pupils so that it is at least in line with national expectation.

We will do this by:

- Regularly monitoring attendance throughout the school and for specific vulnerable groups (White British & Bengali)
- Work closely with the Local Authority to support families and signpost early help support
- Identifying and targeting groups with protected characteristics to ensure increase in attendance
- Celebrate and ensure attendance has a high profile at Keir Hardie

### Appendix 1: Equality Information

#### Gender

	Reception	Yr1-6	Total
Total	58	342	400
Boys	29	172	201
Girls	29	170	199

#### Pupil Premium Reception to Year 6

Pupil Premium
144

#### Special Educational Needs Reception to Year 6

Stage	Numbers	%
No specified SEN	366	76.2
SEN	75	17
EHCP	7	1.6

#### Special Educational Needs Type

SEN TYPE FOR PUPILS (PRIMARY NEED)	NO.
Social, Emotional and Mental Health	9
Cognition and Learning (SPLD/MLD/SLD)	6
Communication and Interaction (SLCN/ASD)	59
Sensory and/or physical	0
SEN support but no specialist assessment of type of need	0

#### Sensitive information on pupils

Some information in relation to protected characteristics we regard as sensitive. This includes information about pupils who may have gender issues.

As a primary school we do not collect data on the sexual orientation of our pupils, nor do we collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils. We also recognise that people who are undergoing or who have undergone a process to reassign their gender may experience discrimination or harassment, although it is uncommon for this to apply to a child of primary age. We are committed to teaching our pupils about mutual respect and tolerance.

#### **Looked after children**

At Keir Hardie we have 2 looked after child May 2023

#### **5 Largest Ethnic Groups in Nursery to Year 6 - May 2022**

	Nursery	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
<b>Bengali</b>	12	11	11	11	7	11	10	11	83
<b>Other Black African</b>	3	9	6	4	3	7	8	3	43
<b>White British</b>	7	2	4	4	8	7	4	6	42
<b>White Eastern European</b>	7	6	5	7	3	7	5	1	41
<b>Any Other Black Background</b>	0	2	4	5	2	1	5	6	23

Progress towards these objectives will be monitored by the GB as part of the review of the School Development Plan